

## How Parents Hinder School Work of their Children

By G. B. LONGAN, Assistant Superintendent of Schools, Kansas City, Mo.

Read Before a Meeting of the Parent-Teachers Association held Last Week

Coming directly to the subject, some parents hinder their children in their school work by "spoiling" them. A "spoiled child" is the cause of much vexation and annoyance at school, both from the standpoint of discipline and study. A spoiled child is a disobedient child. It is self-willed. It does not possess a teachable spirit. It does not comply with direction and regulations promptly, cheerfully and interestingly. It expects to be coaxed or hired or bribed. It is at war with the school and the teacher. This kind of home influence hinders the teacher in the efforts to secure the best possible results. Obedience—prompt and cheerful obedience and respect for the school lie at the very foundation of the most satisfactory and successful school work. Children should, therefore, be trained to obedience. The idea of rearing children through a system of petting, humoring, flattering or unduly praising, and arguing with them is pernicious in the extreme.

I quote in this connection some excellent thoughts from an article on the "Value of Obedience," published in the School and Home:

There is no doubt that many a convict, in bitterness of spirit, blames his parents for their over-indulgence, which by weakening his power of resistance, has really been the cause of his landing in the penitentiary. Had he been obliged to resist the pleasant evils of maturity; the "great, wide beautiful world" would have given him of its best, as it does to men who are kings of their minds and bodies. Knowing, then, the power and the happiness resulting from obedience to law, is it not a marvel that parents of today, especially American parents, allow their children almost unlimited freedom to follow their own wishes?

"Johnnie, come in," says Mrs. Smith. "O, Ma, can't I stay out a little longer?" whiningly says Johnnie.

"I think it's too damp," dubiously. Johnnie, quick to notice the hesitation, puts in a stronger plea; no one blames him, and he stays out. Johnnie should have had no choice in the matter. His mother called him; she should make him obey. The mother who foolishly argues may as well make up her mind that the day is lost, and resign herself of being relegated to the position of cook and sewing woman.

"But do you not think children should be reasoned with?" says a shocked new woman.

"Yes, after they have obeyed." "Herman must mind as he walks, without thinking about it," said a German mother to a teacher. "He does not know what is good for him, as you and I do." And Herman will probably turn out a well-balanced citizen, obeying the laws of his country, even if he does not entirely approve of them.

So I say that the greatest kindness teachers and parents can do a child is to demand instant, unquestioning, unreasoning obedience. The type of citizen which is being reared by the anxious mother, desirous of developing her child's individuality; and by the hampered teacher, willing, but unable to exact obedience, will do little credit to either.

The world will turn the cold shoulder to the youth who must know the reason for every order. If Casablanca had been trained by modern methods, he could certainly not have stayed on the deck "whence all but him had fled." We are not turning out that kind! They have gone out of fashion! But the fashion for young men have not changed. The kind that are on deck and whose employers know just what part of the deck to find them, will ever be in great demand. But whence will they supply come?

So in my judgment the greatest "sin of commission" on the part of parents is the training of their children to disobedience and want of respect for authority. This namby-pamby method of reasoning with irrational beings and indulgence in the whims and follies of childhood is felt not only in the school but it has its influence in the social organisms of our civilization all the way from the family to the state.

Respect for authority should be inculcated at home; the kindergarten, of the school, of society, and of the state.

I ask your attention now, to what may be termed a sin of commission. I allude to that of indifference. This sin is almost universal; not real indifference, but practical indifference. Parents send their children to school to be educated. They say it is the teacher's business to look after them at school, and they can't be bothered with school affairs. They have no time to write notes, or answer notes or to visit the school. Notwithstanding, mothers and fathers too have been known to scour the neighborhood to get hearsay testimony as to what kind of a teacher they are having to contend with. They depend on the children, and trust implicitly both to their judgment and veracity, for their knowledge

of the school. Probably fifty per cent of the parents do not know the name of the teacher of their children, much less her views, her aims, her methods, or her trials. The teacher needs the sympathy and support of the parents.

Teacher and parent should stand together in the interests of the child. There should be a free, friendly, and hearty co-operation between them. The authority of the teacher will not be lessened or weakened by consultation and co-operation with the parents but will often be greatly strengthened, rendering discipline easier and more thorough and complete. The teacher should have the advantage for the child's sake of what the parent knows of the child's individual qualities and peculiarities whether of a moral, mental or physical nature. So too, the parent may better co-operate with and assist the teacher if she has the benefit of what the teacher knows of the child.

The teacher should know the child from the parent's point of view, and the parent should know the child from the teacher's point of view. The parent's knowledge and the teacher's knowledge are not always entirely consistent and harmonious. A better acquaintance with the school—its conditions, its aims, its regulations and requirements is essential to that confidence and support that should come from every home.

Children are hindered in their school work in other ways, but, it seems to me, that if the evil results from these two sources could be averted, it would be an easy matter to reach the minor hindrances, some of which would naturally disappear in consequence of any method through which those specified could be successfully eradicated.

I should say to the parents first of all teach obedience, prompt exact and conscientious obedience to and respect for all rightful authority.

Then, I would say, visit the school, not once or twice a year but frequently. Familiarize yourselves with the school. Know the teacher; know what your children are doing at school and how they are doing it, in both study and conduct. Show an interest in their welfare, not only by visiting the school often, but by questioning them and encouraging them to talk frankly and freely of the lessons and happenings at school. Keep up with their work as far as practicable. Let them tell you the story of the reading lesson occasionally, or name and spell two or three of the difficult words of the day's spelling lesson. Ask whether there was a problem in the arithmetic lesson or a point in the grammar lesson that they did not understand. Get their opinions on questions that were raised or discussed during the day. Such brief reference to and recitals of school work will incidentally reveal your interest and tend to stimulate and inspire the children, as well as to afford you an opportunity of helping their education and training.

Some parents endeavor to help their children by doing their school work for them. This, instead of being a help is a positive hindrance. As well may the parent, through his own muscular exertion, expect the child to strengthen and grow physically. We would not expect the child to gain moral strength by the parent's effort to resist temptation, but strangely enough we do expect him to grow intellectually by the mental efforts to another. The child in this way is deprived of the advantage he would otherwise have received in the preparation of his lessons and suffers an irreparable loss of independence and self-reliance. The logical results in its fullest sense is hopeless entanglement, utter dependence, and final and complete discouragement. Let the child do his own work; it can not be done for him. The parent, however, should see that he has a favorable opportunity to do it.

When the child is old enough and far enough advanced to do some work at home, he should be provided with a study, with a table and a good light, comfortable, and as free from distracting influences as possible. A study period not too long should be set apart for the home work, at which time the child should be expected to go promptly and continue vigorously and uninterruptedly at his lessons until his work is finished. It seems to me that the chief duty and most important office of the parent here is to see that these arrangements are as complete and perfect as circumstances will allow, to prevent interruptions and waste of time, and to note the success or failure of the work, and to render such assistance as is compatible with the principle that the child must work out his own salvation.

The mistake of overloading is some times made. Some parents are so ambitious for their children that they want them to take on every accomplishment known to civilization and expect them to be masters of none. It is too much to require of a ten or twelve years old child, in addition to a crowded school course, private lessons in elocution, dancing, art and violin music.

Especially and openly advocating a system of education different from that with which one's children are identified, finding fault with and criticizing the system and the teacher tends to undermine the confidence and respect of the children in and for the school. A common error is to implant in the mind of the child the idea that he cannot learn a certain branch, because no one of the family had ever

been known to make any progress in it. This may be true, but more frequently it is not true, and the child needs confidence in his own ability, in which if he is deficient, he will become aware of it soon enough. It is almost certain he will not succeed in any study he undertakes in a half-hearted way. Parental influence in support of the school and teacher, not against them, is essential to the best results.

### Home Orchard for Noxabee.

Sometime ago Prof. A. B. McKay, in charge of the Horticultural department of the A. & M. college, made a talk before the Noxabee County Live Stock Association on the Home Orchard. Many who heard this talk became very much interested in growing more and better fruit for home consumption.

Mr. D. Cresswell, of Prairie Point, brought in a number of apples from his young orchard, and had them before the speaker. They were perfect in formation because they were from trees free of diseases and worms. Mr. Cresswell sprays through the winter and early spring. For commercial purposes Noxabee county is perhaps not a suitable section for growing fruit, but any of the many types of land will produce an abundance of good fruits for home use. Today there are not six good orchards in the county; by this I mean orchards that are intelligently cared for all the year. Every farmer should have an orchard of at least a quarter of an acre in size. The trees should be sprayed two or three times a year; they should be pruned annually and cover crops should be grown in the orchard every winter, and some soil building crop through the summer.

Prof. McKay is anxious to locate one or more demonstration orchards in every county in Mississippi this fall. These orchards will be put out under his supervision about the first of November. Mr. E. V. Yates has asked for one to be put out at his home in Macon. I shall be glad to help any one else who wants to put out an orchard.

A half acre orchard of 10 apple trees, 6 pears, 10 peaches, 6 plums, 5 figs and

10 grapes can be set out for about \$10 which will be about the cost of the trees delivered. I have catalogues from the leading nurserymen in the south; their trees are guaranteed to be free from all diseases before leaving their warehouses. I shall be glad to help you select the varieties for your orchard. Prof. McKay gave me a list of varieties of the different fruits best adapted to this section to give a succession of ripe fruit through the entire season.

Any who are contemplating putting out an orchard should begin at once to prepare the land. Break the land well then pulverize the soil by discing and harrowing. After this is done dig the holes for the trees and fill in with good top soil and well rotted manure. This should stand about two weeks before the trees are put out. If the soil has a stiff clay subsoil that is nearly impervious to water it should be dynamited.

Apple trees should be ..... 25x30 feet  
Pears ..... 25x30 feet  
Plums ..... 18x18 feet  
Peaches ..... 16x16 feet  
Figs ..... 12x12 feet  
Grape vines ..... 10x10 feet  
Seven men have already spoken for orchards to be put out this fall and I hope to hear from a number of others. Get in communication with me at once so we can select your trees and begin work on the orchard. Prices for good stock young trees are as follows:

Apples ..... \$1.50 for 10  
Peaches ..... 1.50 to \$2.00 for 10  
Plums ..... 35c each  
Pears ..... 35c each  
Quinces ..... 25 to 50c each  
Figs ..... 30c each  
Grapes ..... 10c each.  
J. W. HADDON, Agent.

### Uncalled for Letters.

List of letters remaining in the post-office at Macon, Mississippi, for the week ending October 13th, 1915:

Mrs D B Gipson Hyman Fortinberry  
Eddie Hopkins Mrs SirionerHarlins  
Jessie Lewis Mrs Lottie Moore  
Willie McCawell Alf Pollard  
Mrs Hoffor Welch.]

When calling for above letters, please say advertised and present one cent at the general delivery window.

A. C. FANT, P. M.

BROOCH LOST—On streets of Macon Thursday afternoon, Oct. 15th, a gold brooch, set with pearls and small diamond in center. Reward will be paid for return. MRS. H. L. OWENS.

### Gasoline in Jackson—Same Here

If Attorney General Collins wants to engage in some trust-busting that will be really worth while, we respectfully suggest that he make some inquiries concerning the price of gasoline in Jackson.

Several weeks ago gasoline was selling here at twelve and one-half cents per gallon, and the various oil companies were engaged in a spirited competition.

Today gasoline sells at sixteen cents per gallon, the companies will not make contracts for future deliveries, and a further advance to seventeen cents per gallon is expected within the next few days.

The several hundred automobiles owners in Jackson annually consume about \$15,000 worth of gasoline. There is no reason why they should pay more for car fuel than other cities.

In Atlanta, for illustration, gasoline sells at twelve cents per gallon. In Detroit it is sold at ten cents per gallon.

The question of freight rates does not enter into the comparison, for Jackson is as favorably situated as either Atlanta or Detroit.

If Mr. Collins will take his mind off of alleged railroad mergers, Sons of Plato, and similar things for a few days, and look into this gasoline question, he is likely to find some things that are highly interesting.—Jackson News.

Even if crimson clover seed are high in price this fall, every farm should have at least an acre or two; and save the seed next spring. Crimson clover seed are easily saved, and home grown clover seed are the very best. One acre will produce from five to eight bushels of seed per acre. Then you will save that money you have to spend for seed every year, and one acre, as you will see, will produce

enough seed to plant twenty to thirty acres next year; so prepare for your start into clover raising right this fall.—Yazoo City News.

### Big Tent Show Coming!

The Robert L. Russell Tabloid Dramatic and Vaudeville company, under canvass, will open their doors Monday night, Oct. 18, on lot north of court house. From the report from other cities, this is a first-class attraction. This show has the reputation of putting on a clean, up-to-date performance, and owing to the enormous seating capacity of the large tent, are able to present the show for a very small admission fee, 10 and 15 cents. It has been a long time since a tent show of this description has made a stay in Macon.

### NOTICE GROCERYMEN.

The State Board of Health will not permit screens to be removed! All grocery stores, meat markets, hotels, restaurants and soda fountains must keep them in the entire year.

J. M. STANLEY,  
Chief County Health Officer.

LOST—Standard Oil Co's barrel No. 29964. The party holding this barrel will please return at once and receive reward.  
H. N. SCALES,  
Sub-Agent.

Good Year Tires, Casings and Inner Tubes at Book Store.

HOT-LAND TURKEYS—Large Holland Turkeys for sale—Trio \$3.00. GUS WILLIAMS, Route 2, Macon, Miss.

FOR RENT—Five-room house, lights and water, gas bath and servant's house.  
L. E. ZEFFENICK.

HOUSE—For Sale or Rent. Apply to MRS. A. L. HUGHES.


ROOMS FOR RENT—Apply to Miss Edna Bush, phone 97, P. O. Box 112.

LOST—A silver mesh bag between Mrs. McMillan and Mrs. Dinmore's on Tuesday morning. Please find initials L. M. R. engraved on it and send a \$2.00 in money and some visiting cards, contained a gold tie clasp with R. L. R. on it, and a small cameo brooch. Finder will receive a reward if returned to Mrs. Rhymes.

LOST, STRAYED OR STOLEN—From depot pasture one light Jersey yearling, weight about four hundred fifty pounds, information leading to recovery will be rewarded.  
E. T. GEORGE.

STRAYED OR STOLEN—From the Pine wood, one mile west of Macon, one dark Jersey colored heifer, black tail, blind in right eye, short horns. Will pay reward for recovery.  
WILLIE McLEOD.

BOARDS FOR SALE—50,000 White and Red oak boards.  
THOS. MCHEERY,  
Macon, Miss.



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